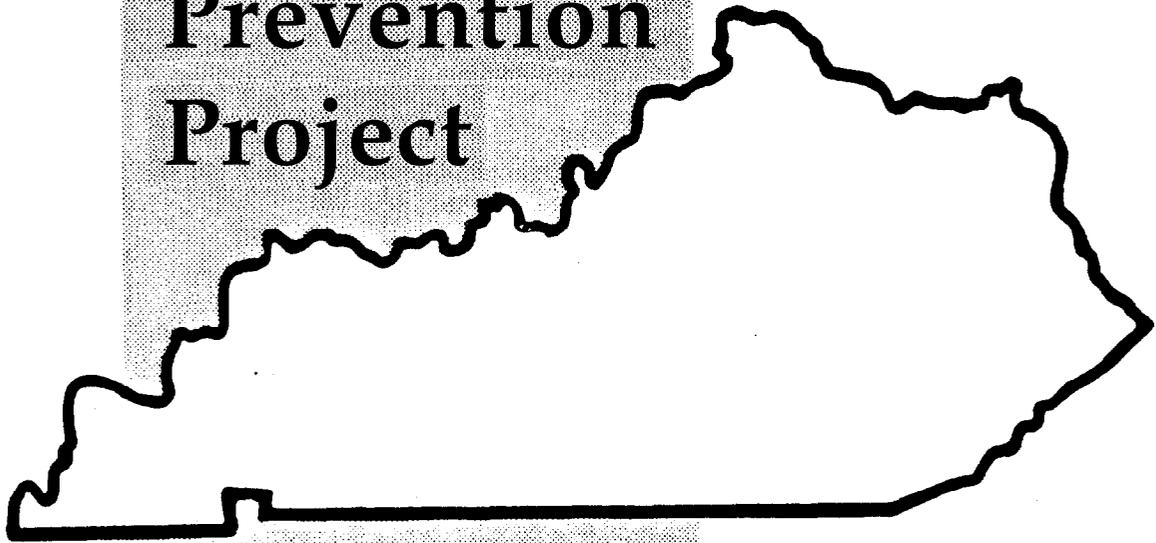


**Kentucky  
Adolescent  
Tobacco  
Prevention  
Project**



**Peer Leader Manual**

# **CONGRATULATIONS**

**YOU'VE BEEN ELECTED BY  
THE STUDENTS IN YOUR CLASS  
TO BE A ...**

***PEER  
LEADER***

**WHY WERE YOU CHOSEN?  
BECAUSE YOUR CLASSMATES ADMIRE  
AND RESPECT YOU!!!**

# PEER LEADER

## WHAT DO I NEED TO DO AS A “PEER LEADER”?

You will be asked to organize your group’s activities. Here is a description of each kind of activity that you will be leading:

### **BREAKING INTO SMALL GROUPS:**

Your teacher will let the class know when it is time to get into groups and where each group should meet in the classroom. You should help by encouraging your group to quickly and quietly get together and form a **circle** - a circle where everyone can see one another.

### **READING OR GIVING DIRECTIONS:**

For some activities you will be reading something to your group, a short story for example. In other activities, you will explain directions to your group. Try to read slowly and clearly so that everyone in your group can understand you, but remember not to talk so loudly that you disturb other groups.

### **BRAINSTORMING:**

Your group will sometimes be asked to think of all the possible answers to a question and then share those ideas with the entire class; this is called **“brainstorming.”** In brainstorming activities there are **no right or wrong answers**. The most important thing is to think of **all the possible answers**. We brainstorm when we want to get everybody’s ideas. It is important that **all members of your group share their ideas**.

In a brainstorming activity, you should follow these steps:

1. Ask each member of your group to think of **all** the possible answers to the question and to write their answers on paper.
2. Go around the group asking **each** person for **one answer** that they wrote down.
3. Continue going around the group until you have heard **all** the answers listed by **all** your group members.
4. You should be sure to write down your group’s answers on the appropriate peer leader sheet and report these back to the large group when your teacher asks for your group’s report.

### **ROLE-PLAYS:**

Role-playing is like acting out a real life situation. It gives you a chance to practice being in a situation **before** you are actually in that situation. It is like being in a play, except that it is a play you write, and it is about you and the members of your group. In the role-play activity, your job is to help your group create and act out a role-play. You also should keep your group organized and practicing the role play until it is time to perform.

# PEER LEADER

## HELPFUL HINTS

Here are some hints to help you successfully lead your group's activities:

1. **Always be prepared!**
  - a. Find out from your teacher, the exact dates of all the sessions in this program,
  - b. Before each session, read through the peer leader sheets to be sure you know and understand the activities you will be leading for that session.
  - c. If anything is confusing or you aren't certain of your responsibilities in a session, be sure to ask your teacher or another peer leader for help.
2. When your teacher tells your class to get into the small group discussion circles, assist by getting your group together and organized as quickly and quietly as possible.
3. Read the directions to your group slowly and clearly.
4. Help everyone in your group to participate. Don't let some members just sit there and say nothing. Remind them that the activities are designed to include **everyone** in the group.
5. Give your opinions and ideas, but **let the group solve a group problem**. It is not your job to give all the answers.
6. Don't boss around group members; small group discussions should be interesting and enjoyable for everyone.
7. Encourage everyone to respect one another's ideas and feelings.
8. Show interest and enthusiasm for what you are doing in your group.
9. If you have a problem with your group or a group member, a problem you aren't sure how to handle, talk to your teacher about it.
10. **GOOD LUCK AND THANK YOU FOR YOUR COOPERATION!**

# PEER LEADER

## PEER LEADER OBSERVATION CHECKLIST

- | YES                      | NO                       |   |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Peer Leader brought peer leader guide to class each day.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Peer Leader knew which activities were scheduled for each day's lesson.  |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Peer Leader assisted members of his/her group to get together in their "group circle" quickly and quietly.                             |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Peer Leader read directions to his/her group slowly and clearly.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. Peer Leader read directions and explained activities in a way that was appropriate to his/her group and did not distract other groups. |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. Peer Leader did not dominate his/her group's discussion and allowed group members to participate.                                      |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. Peer Leader attempted to include all members of his/her group in the discussion.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 8. Peer Leader kept his/her group members on the subject and involved in the activities.  |
| <input type="checkbox"/> | <input type="checkbox"/> | 9. Peer Leader recorded discussion answers on the appropriate peer leader sheet.  |
| <input type="checkbox"/> | <input type="checkbox"/> | 10. Peer Leader clearly presented his/her group's discussion conclusions to the entire class when asked to do so.                         |
| <input type="checkbox"/> | <input type="checkbox"/> | 11. Peer Leader looked like he/she enjoyed his/her role as "peer leader."   |
| <input type="checkbox"/> | <input type="checkbox"/> | 12. Peer Leader's group members looked like they enjoyed the group activities.  |

**TOTALS**

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**YES NO**

## NEGATIVE CONSEQUENCES OF SMOKING

### **PEER LEADER DIRECTIONS:**

1. Read the definition of "brainstorming" to your group.
2. Ask each group member to think of all the possible answers to the brainstorming questions you ask and write them on a sheet of paper.
3. Go around the group asking each person for one answer that he/she wrote down.
4. Continue going around the group until you have heard all the answers listed by your group members.
5. List all their answers on this sheet.

**BRAINSTORMING** means thinking of all the possible answers to a question. There are no right or wrong answers when you are brainstorming. The idea is to think of as many answers as you can.

### **What are the negative consequences of smoking?**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

Peer Leader: \_\_\_\_\_  
Date: \_\_\_\_\_

### WHY DO PEOPLE START?

Directions:

1. Lead a discussion about each question. Use the results of the Student Surveys and the group's own experiences to answer each question.
2. Write the answers to A and B below.

A. Why do people our age start using tobacco?

B. Do you think working in tobacco influences people our age to use tobacco?

Why?

3. Report the group's results to the class.

**PEER PRESSURE SITUATIONS**

**PEER LEADER DIRECTIONS:**

1. Circle the letter of the pressure story assigned to your group:  
Stories A B C D E
2. Read the pressure story to your group.
3. Together, as a group, answer these questions about your story:
  - a. What type of peer pressure is shown in this story?  
Friendly; Teasing; Tricks; Dares & Lies; Threats; Silent
  - b. Describe two ways you could deal with this situation without using tobacco.
4. Write your group's answers in the appropriate spaces under the story.

**STORY A**

You and Eric are at the shopping mall and you see a group of your classmates just outside the video arcade doors. As you both walk over to the area, you notice that all of the kids are using chewing tobacco. Several of them offer chewing tobacco to you and Eric, but when you say "no," one of your classmates asks, "Whatcha afraid of anyway?" Another says both of you are "fools" for not chewing tobacco with them. And you are even called "wimps" by the group. You and Eric decide...

---

Check the pressure:  Friendly  Teasing  Tricks, Dares & Lies  Threats  Silent

---

Describe at least two ways you could deal with this situation without using tobacco:

1. \_\_\_\_\_
2. \_\_\_\_\_

## STORY B

You and your family moved to a new town just before school started. You have made friends with Susan, who is in several of your classes. On Saturday afternoon Susan invites you to a party to meet some other kids. You gladly accept because you have been feeling kind of left out, particularly on weekends. When you arrive at the party, you see Susan and some of the kids around her smoking. No one offers you a cigarette, but you feel uncomfortable and wonder if smoking would make Susan and her friends like you. You decide...

---

Check the pressure:  Friendly  Teasing  Tricks, Dares & Lies  Threats  Silent

---

Describe at least two ways you could deal with this situation without using tobacco:

1. \_\_\_\_\_
2. \_\_\_\_\_

## STORY C

You stop over at Brad's house after school. Brad's parents are both at work. While you and Brad are watching MTV, Brad dips some snuff. You ask him how long he's been dipping and why his parents allow him to dip. Brad says that he only dips at home when his parents are out. He then asks if you would like a dip, too. You decide...

---

Check the pressure:  Friendly  Teasing  Tricks, Dares & Lies  Threats  Silent

---

Describe at least two ways you could deal with this situation without using tobacco:

1. \_\_\_\_\_
2. \_\_\_\_\_

## STORY D

You have a classmate Jane, who you like to think of as one of your best friends. Jane has started smoking and wants you to, also. Every time you are around Jane, she asks you when you're going to start smoking with her. When you're walking home from school with Jane, she offers you a cigarette. When you see her in the parking lot after ball games, she asks you to smoke with her. She finally says she doesn't want to be your friend anymore if you don't smoke with her. You finally decide...

---

Check the pressure:  Friendly  Teasing  Tricks, Dares & Lies  Threats  Silent

---

Describe at least two ways you could deal with this situation without using tobacco:

1. \_\_\_\_\_
2. \_\_\_\_\_

## STORY E

You are at an older cousin's house watching a game on TV. His dad is there too, watching the game with you. You notice his dad is dipping snuff and spitting the juice into a pop can. You have seen your older brother use it and you think it might make you seem older. Then your cousin takes out a can of snuff and puts some in his mouth. Your cousin turns to you and says, "want some?" You decide...

---

Check the pressure:  Friendly  Teasing  Tricks, Dares & Lies  Threats  Silent

---

Describe at least two ways you could deal with this situation without using tobacco:

1. \_\_\_\_\_
2. \_\_\_\_\_

\* These situations are adapted from the Minnesota Smoking Prevention Program.

## THE PLAY'S THE THING...

### PEER LEADER DIRECTIONS:

You are to help your group perform a “role-playing” skit involving a situation where kids your age feel peer pressure to try tobacco.

### GROUP DIRECTIONS:

Role-playing is like acting out a real life situation. It gives you a chance to practice being in a situation before you are actually in that situation. It is like being in a play, except that it is a play you write and it is about you. Practice a role-playing skit involving a situation where you feel pressure to try tobacco, but are able to resist it. Use the following pointers to help you develop your role-play:

1. Choose one or two people from your group to make the tobacco offer to the rest of the group.
2. Each role-play must center around the “**NO**” technique assigned to your group (for example: Giving a Reason or Broken Record).
3. Everybody in the group must be in the role play.
4. Use no props (like fake cigarettes or snuff). Act out the role-play with your body and imagination.
5. Each role-play should include the tobacco user deciding not to use tobacco.
6. Practice the role-play so everyone remembers what to say and do.
7. Instruct your group that the Background should last at least 20 seconds.
8. You will have 10 minutes to plan and practice your group’s role-play.
9. When it is your group’s turn to present to the class, introduce the role-play without revealing the assigned “**NO**” technique.

## ADVERTISING IS BIG BUSINESS

### PEER LEADER DIRECTIONS:

1. Now that you and your group understand some of the techniques tobacco advertisers use to sell their products, you can use those same techniques to promote non-use of tobacco.
2. Together, as a group, select a **Target Audience** from the list below and then think of an advertising idea you could use to sell the benefits of not smoking cigarettes or of not using smokeless tobacco.
3. Check the **Medium** you will be using.
4. Briefly explain under **Message** what benefits of not using tobacco you want to emphasize. (Example: fresher breath, brighter teeth, save money, etc.)
5. Sketch out under **Description** what words or pictures (or both) that you will use to get your message across.

### TARGET AUDIENCE:

- Check one:**  Children  
 Teenage Girls  
 Teenage Boys  
 All Teenagers

### MEDIUM:

- Check one:**  Billboard  
 Magazines  
 Newspapers  
 Radio  
 Intercom Announcement

### MESSAGE:

## ADVERTISING - CONTINUED

**DESCRIPTION:** Briefly “sketch-out” using words or pictures (or both) how you will get your message across.

- Consider:**
1. What you ad will look and/or sound like?
  2. How large or how long it will be?
  3. What is the scene or story-line?

After you have planned your ad, record your ad on the tape recorder **or** draw your ad on drawing paper.

### **PRESENTATION:**

1. Be prepared to enthusiastically sell your advertising idea to the whole class.
2. Write down the name or names of your group members who will present the advertising idea to the class.

**THANK YOU  
FOR YOUR WORK  
AS A**

***PEER LEADER***

**FOR THE  
*KENTUCKY ADOLESCENT  
TOBACCO PREVENTION  
PROJECT***

**WE JUST COULDN'T  
HAVE DONE IT  
WITHOUT YOU!!**

